

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: The Glen Mills Schools-Photography

Cohort Total: 18

SPEP ID: 212-T01

Selected Timeframe: Jul. 1, 2016 – Sep. 30, 2017

Date(s) of Interview(s): Nov. 6, 2017

Lead County & SPEP Team Representatives: Susan Claytor, York Co.; & Heather Perry, EPISCenter

Person Preparing Report: Susan Claytor & Heather Perry

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (350 character limit)*

The Glen Mills Schools is a residential facility for males, ages 12 to 18 (at admission) with an IQ of 70 or above. It was founded in 1826, originally incorporated as the Philadelphia House of Refuge. In 1892, the school relocated to its current campus in Delaware County, Pennsylvania, on nearly eight hundred acres, and in 1911 changed its name to the Glen Mills Schools. Programming identifies and addresses criminogenic risk factors using 7 research and evidence-based, group and individual interventions, practices and programs within the framework of a positive normative environment. Programming includes but is not limited to the following: identification of individual risk factors, diagnostic assessment, guided group interaction, cognitive behavioral therapy, individual and group counseling, school wide positive behavior supports, gun violence reduction, anger management, parenting skills, development of individual strengths, adolescent substance programming, recreational programs, social and life skill development, independent living skills, regular and special education, health, physical education and recreation, interscholastic sports participation, career and technical education, community service and restitution opportunities, cultural awareness, health services, dental services, restorative justice practices, resiliency through the Bulls Club membership, spiritual services and transitional planning, etc. An Individual Service Plan is developed for each youth within 30 days of arrival. Progress is reviewed and documented on a monthly basis. Individual Plans are reviewed and revised a minimum of every six months of placement. Youth attend the Photography class 3 times a week for 2 hour sessions. They utilize the workbook “Exploring Photography” in tandem with the lessons that are covered through the Career Training Elective program. Students have the opportunity to develop skills in things such as Orientation to Photography, Safety for Photography, 35MM Camera Operations and Digital Cameras, Color Laboratory, Custom Framing and Print Presentation, Studio Photography, and Computer Technology through class projects and guided practices. Work readiness and safety training are stressed in this program. Students gain experience in both the classroom and through campus service projects. There are four levels for each trade. It takes nine months to complete all 400 level tasks and receive a certificate in a specific trade. The instructors must have experience in photography and must have a bachelor’s degree. Step by step instructions are found in Filemaker (a management system at Glen Mills). Any student at Glen Mills can sign up to take this elective. Classes are limited to 6-8 students. Instructors will give letters of recommendation for youth that excel in a trade when looking for employment.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Job Related Training-Job Training

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service type? Remedial Academic Program

Was the supplemental service provided? No Total Points Possible for this Service Type: 10

Total Points Earned: 5 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 10 Total Points Possible: 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 4

Points received for Dosage or Number of Hours: 0

Total Points Earned: 4 Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

16 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

2 youth in the cohort are High or Very High YLS Risk Level for a total of 0 points

Total Points Earned: 10 Total Points Possible: 25

Basic SPEP™ Score: 29 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 39% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP and [Performance Improvement](#)

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

The Photography Program scored a 29 for the Basic Score and a 39% Program Optimization Percentage. It is classified as a Group 1 service – Job Training. The program could improve its capacity for recidivism reduction through:

1. Primary and Supplemental Service Types
 - a. Demonstrate the incorporation of Remedial Academics into Photography.
2. Enhance Staff Training:
 - a. Develop a formalized training procedure which includes required training hours per year and document training completed.
 - b. Provide booster/refresher training that is specific to Photography and document participants.
3. Enhance On-going Staff Supervision:
 - a. Develop protocol for the supervisor to monitor staff at pre-determined timeframes and give written feedback.
4. Enhance Organizational Response to Drift:
 - a. Document procedures that will occur should a teacher fail to provide instruction as intended or fail to communicate to youth properly.
 - b. Enhance data collection by developing a formalized process to gain feedback about the program through interviews or random surveys of the youth (ex. An Exit Interview Questionnaire specific to Photography).
5. Amount of Service:
 - a. Identify ways to increase the number of weeks of service and contact hours to reach the recommended 25 weeks and 400 hours.
 - b. Enhance Court Reports by including the status of the youths' progress in this service. For example, include language that indicates "the youth is in week 20 of 25 weeks, and has completed 355 of 400 hours".